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ABSTRACT

The 14 essays included in this collection are an effort to apply philosophical thinking to educational themes, in the belief that critical thought is of the first importance in the conception and organization of educational activities. The book attempts to wed an analytical style of thought to a concern with practical issues. Part I provides a background in human nature for the function of critical aspects of the mind. Part II studies the symbolic capacities, with special reference to metaphor as an instrument and potential vehicle of truth, and ritual as a pervasive cognitive device of symbolism. Part III offers a discussion of computer technology as it applies to schooling. Part IV stresses the need for policy-makers to have not merely technical knowledge but also a grasp of the human problems naturally expressed by clients of policy. The final section offers critical commentary on two of pragmatism's founding fathers: Charles Sanders Peirce and John Dewey. Many of the essays include notes. (JB)

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